

**ASL 107 Course Outline as of Fall 2008****CATALOG INFORMATION**

Dept and Nbr: ASL 107 Title: FINGERSPELLING &amp; NUMBERS

Full Title: ASL Fingerspelling and Numbers

Last Reviewed: 2/12/2018

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	2.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Introduction to fingerspelled and numerical systems in American Sign Language. This course provides intensive instruction in the receptive and expressive practice of fingerspelling and numbers at increasing levels of complexity.

**Prerequisites/Corequisites:**

Course Completion of ASL 2 (formerly known as ASL 1B or ASL 51B or SE 214B)

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Introduction to fingerspelled and numerical systems in American Sign Language. This course provides intensive instruction in the receptive and expressive practice of fingerspelling and numbers at increasing levels of complexity. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of ASL 2 (formerly known as ASL 1B or ASL 51B or SE 214B)

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective: Fall 2018	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

### **CID:**

#### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Produce numbers, fingerspelled words, and loan signs in ASL of varying degrees of complexity in a clear, rapid, and accurate manner.
2. Demonstrate comprehension of numbers, fingerspelled words, and loan signs in ASL by writing down or repeating in ASL the signed or fingerspelled item.
3. Produce clear, accurate and grammatically correct ASL sentences which combine conventional signs, loan signs, fingerspelled words, and numbers in a clear and accurate manner.
4. Demonstrate comprehension of ASL sentences which combine conventional signs, loan signs, fingerspelled words, and numbers by producing the same sentences by responding to the sentences, or by answering questions about the sentences.
5. Participate in extended dialogues about various basic topics using grammatically correct ASL sentences which combine conventional signs, loan signs, fingerspelled words, and numbers.

### **Topics and Scope:**

- I. Introduction to fingerspelling in ASL
- II. Basic strategy for receptive fluency in ASL
  - A. Seeing fingerspelled words as wholes instead of individual letters
  - B. The "three Cs" for comprehending fingerspelled words
    1. Configuration
    2. Closure
    3. Context
  - C. Receptive fingerspelling sample: "The quick brown fox . . ."

### III. Basic strategy for expressive fluency in ASL

- A. Expressive fingerspelling sample: "The quick brown fox . . ."
- B. Variations in fingerspelled letter such as e, f, g, h, j, k, n, m, p, and
- C. Guidelines for effective fingerspelling
  - 1. Pauses
  - 2. Correcting mistakes
  - 3. Communicating initials
  - 4. Showing articles
  - 5. Possessives
  - 6. Double letter formations

### IV. Expressive fingerspelling practice

- A. Using a metronome for pacing expressive fingerspelling
- B. Avoiding Repetitive Motion Injury (RMI)
  - 1. Overuse Syndrome
  - 2. Tendonitis
  - 3. Carpal Tunnel Syndrome

### V. Receptive fingerspelling practice

- A. Using anticipated vocabulary
  - 1. Restricted set of words
  - 2. Categories
- B. Repeating and varying patterns

### VI. Using loan signs

- A. Lexical Borrowing
- B. Assimilation
- C. Some signs originated from fingerspelling words such as bread, no-good, job
- D. Directionality of loan signs such as OK, back,
- E. Manipulation of fingerspelling in words such as "do-do", busy, hurt
- F. Fingerspelling abbreviations for states

### VII. Creative fingerspelling

- A. Movement manipulation on fingerspelled words such as reflections, lamp, duel, honeymoon, jaws, flute and yo-yo
- B. Qualitative play on words such as sticky, itch, etc.
- C. ABC and number stories

### VII. Expressive and receptive use of ASL number systems.

- A. Basic numbers, 1 - 1,000
- B. Money and finance
- C. Measurements
- D. Telling time
- E. Time duration
- F. Frequency of events
- G. Age and personal numbers
- H. Sports
- I. Location and ranking numbers
- J. Scientific numbers

### **Assignment:**

Assignments for ASL 107 may include:

- 1. Problem-solving assignments
  - a. Practice exercises from the workbook, video and teacher-prepared materials

- b. Group practice activities, games and other activities
  - c. Review of lessons from the workbook, video and teacher-prepared materials
  - d. Practice of conversational dialogues in ASL (as individuals, pairs, and small groups)
  - e. Practice of story-telling exercises in ASL
  - f. Viewing and interpreting stories and descriptions in ASL
2. Skill demonstrations
- a. Performance of conversational dialogues in ASL
  - b. Three or four presentations in ASL about Deaf culture topics which incorporate conventional signs, loan signs, fingerspelled words, and numbers.
  - c. Viewing short videotaped passages in ASL and preparing written, signed or paraphrased descriptions
  - d. Performance of narratives in ASL which will be videotaped for evaluations
3. Objective examinations
- a. Weekly or bi-weekly quizzes
  - b. Chapter exams
  - c. Midterms and finals

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.

Writing  
0 - 0%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

See Problem Solving Assignments

Problem solving  
20 - 40%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

See Skill demonstration assignments

Skill Demonstrations  
20 - 40%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion  
Other: Essays

Exams  
20 - 40%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

Numbering in American Sign Language. DawnSign Press: 1998 (Classic)

Fingerspelling. Groode, Joyce Linden. DawnSign Press: 1997 (Classic)

Instructor prepared materials